Arizona Department of Education
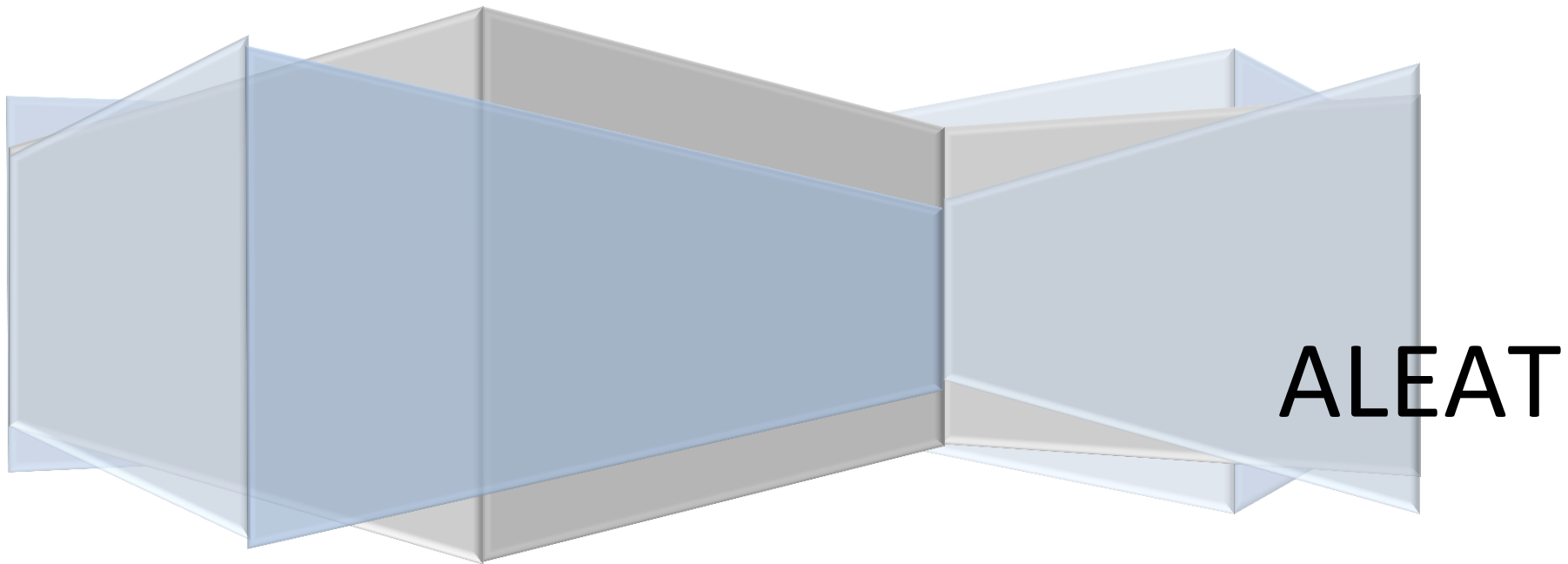
Standards for Effective LEAs and Continuous Improvement Plans for LEAs and Schools

ALEAT

Contents

(Detailed information regarding schools identified for improvement can be found in the "Guidance for Priority, Priority –SIG, Focus, and Pre-Intervention Schools" document on the ADE School Improvement website and under the "help" button in ALEAT.)

Engaging in Continuous Improvement is one of the most important processes that an LEA can undertake. Developing a Continuous Improvement Plan (CIP) demonstrates that the LEA has a systemic and systematic approach to the work of educating its students.

After an extensive review of the research, a team from ADE synthesized the most common descriptors of significant practices and developed the **Standards for Effective LEAs.** Using the **Standards** to assess the critical aspects of LEA operations empowers the LEA – no matter the size or the types of programs and services offered – to reach goals, improve results, and become more effective by aligning your plans, processes, and decisions.

The ADE is taking this opportunity to reframe the organization of the LEA CIP to reflect two purposes:
- A plan that reflects how the LEA has assessed its position in relation to achievement of **Standards for Effective LEAs** and how it intends to implement a continuous improvement process to drive student achievement efforts, and, as in previous years,
- A plan that allows an LEA the authority to receive and expend federal funds, especially ESEA funds. NOTE: The FY 15 ESEA Consolidated Application is due on October 1, 2014.

Standard 1 – Continuous Improvement - is the keystone that serves to organize all of the other systems as defined in the remaining five **Standards**. The profile of the 2012 Broad Prize winner for most improved urban district, as described in this summary, recognizes the LEA for implementing continuous improvement as an Exemplary Practice Related to Student Achievement, a process available to all LEAs:

By engaging in a comprehensive strategic planning process an LEA calls on all stakeholders to think broadly about the LEA's identity, priorities and goals. LEA leaders define student achievement as the central objective and then ask these three questions:

> *What are we doing well?*

> *What could we be doing better?*

> *What are the greatest upcoming challenges?*

To answer these questions, a needs assessment should be conducted, including the Self-Readiness Assessment for schools in improvement. Needs assessment data can be generated from teachers, administrators, parents and other stakeholders and community members. The resulting strategic plan is based on research and evidence— routinely monitored by the school board, superintendent and school staff to ensure that it is being properly implemented while guiding the LEA to reach its goals.

Any comprehensive plan includes annual LEA performance objectives, specific strategies for achieving them and benchmarks for monitoring progress. The initiatives in the plan, and the resources allocated to implement those initiatives are all evaluated for their effectiveness in reaching the central objective: <u>student</u> <u>achievement.</u>

Questions like whether the use of resources is leading to increases in student achievement are also considered at every turn. As new data comes in, the results are evaluated in light of the strategic plan. If the results indicate that a particular strategy in the plan is not working, or if new ideas emerge regarding how to better meet targets, the LEA shifts its practices accordingly.

When you assess your LEA using the indicators under each Standard, you create a profile of strengths and opportunities for improvement. Under each Standard you will establish goals, strategies, and actions steps that are expected to lead to improved performance. In this way you build alignment and assess progress with performance measures derived from across the LEA.

In adopting this approach the ADE is changing its role in approving LEA CIPs. This structure creates a focus on needs and results. Outside of the Continuous Improvement process and some statutory requirements (see attached), there is less prescription for an LEA's CIP. Each LEA must decide what are the most appropriate goals, strategies and action steps under each Standard that will lead to the best outcomes for your students, teachers, parents, and community. LEAs are encouraged to be creative and innovative when meeting the identified challenges as part of a comprehensive plan. When submitted in support of a fiscal application, the CIP incorporates strategies and action steps that reflect the proposed expenditures, which address those statutorily required elements.

Standards for Effective LEAs

1. Continuous Improvement

A cycle resulting in constant, data-driven examination of what is working and why; what is not working and why; and what actions individuals will take to assume responsibility for increased performance in all of the organizational systems and structures within the LEA.

An effective LEA:

IMP1 - Commits to a culture of continuous improvement.

IMP2 - Conducts a comprehensive needs assessment.

IMP3 - Establishes goals, strategies, and action steps aligned with identified needs as the basis for the continuous improvement plan.

IMP 4 - Implements the continuous improvement plan with fidelity.

IMP 5 - Uses the continuous improvement process to evaluate and adjust all LEA systems.

Required Strategy Topics:

Strategic Planning Process, and

Resource Management (personnel, equipment, supplies, funding, etc.)

2. LEA Leadership

The ability to influence people to positively change by creating a sense of urgency while maintaining a strong moral compass focused on a common vision for improving student achievement.

An effective LEA:

L1 - Develops and implements a vision of learning that is shared and supported by all stakeholders.

L2 - Sustains a culture and instructional program conducive to student learning and staff professional growth.

L3 - Manages the organization to provide a safe, efficient, and effective learning environment.

L4 - Collaborates with faculty and community members to meet diverse community interests and needs.

L5 - Implements a system of academic, cultural, and fiscal accountability for every student's success.

Standards for Effective LEAs

3. Curriculum and Instructional Systems

Curriculum consists of an aligned continuum of learning outcomes designed for high student achievement. Instruction is the comprehensive delivery of the aligned curriculum

> *An effective LEA:*
>
> *CI 1 - Implements an LEA-wide comprehensive curriculum aligned to college and career ready standards.*
>
> *CI 2 - Employs an intentional process to hire and equitably distribute content proficient and effective staff.*
>
> *CI 3 - Applies an intentional process for selection and evaluation of programs and materials.*
>
> *CI 4 - Provides job-embedded professional development focused on effective instructional strategies and implementation of the curriculum.*
>
> *CI 5 - Supports a shared framework for effective, evidence-based instruction.*

4. Supplemental Supports and Intervention Services

Timely and additional instructional and/or behavioral services, focused on individual student needs and that are in addition to core instruction.

> *An effective LEA:*
>
> *SSIS 1 - Supports the framework that provides appropriate interventions and extended learning services for all students.*
>
> *SSIS 2 - Provides timely and accurate data to determine interventions at the school and individual level.*
>
> *SSIS 3 - Provides sufficient resources required to support and maintain interventions.*
>
> *SSIS 4 - Ensures that personnel providing interventions are highly qualified and effective.*
>
> *SSIS 5 - Supports the coordination of supplemental and intervention services.*

Required Strategy Topic:

Interventions for struggling students

IMPORTANT: The goal statement for Standard 4 must be written in SMART (Strategic, Measurable, Attainable, Results-based, Time-Bound) goal format.

Standards for Effective LEAs

5. Data, Assessment, and Evaluation

A cohesive, comprehensive system for assessing, analyzing and monitoring student performance and the multiple factors that influence student achievement.

An effective LEA:

D1 - Maintains a data management system.

D2 - Maintains an assessment system to evaluate student performance.

D3 - Coordinates a process to collect, share, analyze, and use data for continuous improvement at all levels.

D4 - Sustains a data-driven culture that reinforces the continuous improvement process.

D5 - Measures teacher and principal effectiveness by implementing the Framework for Measuring Educator Effectiveness.

6. Stakeholder Relations

Collaborative interactions among students, families, teachers, school level personnel, LEA level personnel and the greater community.

An effective LEA:

SR 1 - Engages stakeholders in key decisions that impact student achievement.

SR 2 - Creates partnerships among families, school and LEA staff, and the community to support student performance.

SR 3 - Establishes lines of communication among all educational stakeholders.

LEA Continuous Improvement Plan

Research tells us that effective LEAs pursue their education mission using practices that can inform all school systems. The Standards for Effective LEAs, which are outlined in the following pages, are a synthesis of the research but do not represent the only approach to examining how effective LEAs perform their work. The ADE has chosen this organization in order to reflect a perspective that seems most comprehensive for Arizona's LEAs. The following Directions and Guidance pages are provided to assist you in writing an LEA Continuous Improvement Plan in ALEAT.

Directions:

Each LEA is to create a strategic plan with the overall goal of being an *effective* LEA and will record that plan in ALEAT. The format of the plan will be the same as in FY14: goal statements, strategies, and action steps. The overall purpose of the LEA Continuous Improvement Plan (CIP) is twofold: to serve as authorization to receive federal funding via the ESEA Consolidated Programs application and to serve as a management tool for the implementation of strategies to improve the academic achievement of all students.

As stated above, standards for effective LEAs have been established and are outlined on pages 5 - 7. The goal statements that you will be creating will be written for these standards: 1) Continuous Improvement, 2) LEA Leadership, 3) Curriculum and Instructional Systems, 4) Supplemental Supports and Intervention Systems, 5) Data, Assessment, and Evaluation, and 6) Stakeholder Relations. Below each standard, you will see indicators of an effective LEA and, under Standards 1 and 4, required strategies. Please note: These standards are labeled as Goals in ALEAT.

For the purposes of Title I, only the goal statement for Standard 4 is required to be in **SMART** (**S**trategic (and specific), **M**easurable, **A**ttainable, **R**esults-based, **T**ime-bound) goal format. This SMART goal should focus on meeting AMOs (Annual Measurable Objectives). Goal statements for Standards 1, 2, 3, 5, and 6 do not have to be SMART goals; however, a process by which to *measure* success toward achieving the LEA's goals should be incorporated into the goal statement. You may place strategies and action steps under any of these goals.

IMPORTANT: The goals/standards, strategies, and action steps in the LEA CIP must be based on the results of a *current* **comprehensive needs assessment**. A complete and thorough review of *all* standards and indicators should be done.

Guidance:

The Guidance provided on pages 9 – 14 is to ensure that all CIP requirements in Section 1112 of ESEA are met. LEAs with more than one site will provide detailed information within their school-level plans. Single-site LEAs will include school-level details within the *LEA* CIP **not** in a separate school plan. See "School Continuous Improvement Plan" directions starting on page 17 for required components to be integrated into LEA CIP.

Goals will no longer be "Accepted" in ALEAT. However, the CIP must be submitted *and* sufficiently reflect the content of the ESEA application *before* the fiscal application can be approved. Both the ESEA Consolidated Programs application and the CIP are due by **October 1, 2014**.

Guidance

Directions: This document is provided to ensure that all CIP requirements in Section 1112 of ESEA are met. LEAs with more than one site will provide detailed information within their school-level plans.	
Single-site LEAs will include school-level details within the *LEA* CIP *not* in a separate school plan, refer to "School Plans in ALEAT" document for required components to be integrated into LEA CIP.	

Check	Guidance	Requirements
	Commitment to Continuous Improvement Process *(Required Placement in Goal 1)* Develop strategies and action steps that address: • Conducting and/or updating a comprehensive needs assessment • Establishing priorities and goals for LEA and school-level CIPs with meaningful consultation with stakeholders • Overseeing the implementation of CIPs and benchmarking progress on LEA and school-level CIPs • Evaluating each portion of the plans against identified priorities and making revisions to LEA and School-level CIPs • Promoting and sustaining continuous improvement via allocation of resources (e.g., fiscal, human, physical, time), monitoring progress and use of resources, and providing organizational structure • Ensuring that each school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance	Complete **Goal 1**. Address **required** strategies, and develop supporting action steps: • Strategic Planning Process and • Resource Management Upload a summary of your annual Comprehensive Needs Assessment Use **Title I** and/or **Title II** tags at the *action step* level

LEA Continuous Improvement Plan

Check	Guidance	Requirements
	Title I Program: *(Required placement in Goal 4)* Develop strategies and action steps that address: • Establishing which identified programs and/or strategies for supporting academically at risk students are funded by Title I • LEA providing supplemental support for children with limited English proficiency, children with disabilities, and neglected or delinquent, migratory, American Indian, homeless, and immigrant children **For Targeted Assistance schools. . .** • Identifying eligible students in your targeted assistance schools • LEA support of its targeted assistance schools in the delivery of their targeted supplemental Title I programs **For Schoolwide schools . . .** • LEA support of its schoolwide schools in the delivery of their schoolwide reform strategies **If applicable . . .** • LEA using Title I funds to support extended learning opportunities, such as after school, before school, summer school, and school-year extension programs	Complete **Goal 4** with a **SMART** Goal statement. Address the following **required** strategy: • Interventions for struggling students Develop action steps that address, as applicable: • Targeted Assistance identification of eligible students • Support for School-wide reform models • Professional Development Use **Title I** tags at the *action step* level SMART Goal: (**S**trategic (and specific), **M**easurable, **A**ttainable, **R**esults-based, **T**ime-bound). This SMART goal should focus on meeting AMOs (Annual Measurable Objectives)
	Homeless Education: Develop strategies and action steps that address: • LEA providing support services with HCY reservation of funds, including academic services, to students designated as homeless	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title I** tags at the *action step* level

LEA Continuous Improvement Plan

Check	Guidance	Requirements
	Coordination of Services: Develop strategies and action steps that address: • LEA coordinating services to support students receiving programmatic support from multiple programs, such as Head Start, Early Reading, limited English Proficient, children with disabilities, migratory children, neglected or delinquent youth, Native American, homeless, and immigrant children *Consider whether these programs are complementary for the students or possibly redundant.*	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title I** or **applicable program** tags at the *action step* level

	An LEA with Priority, Focus, and/or Pre-Intervention schools must:
	Develop strategies and action steps that address:
	• LEA using Title IA and other funding sources to support your Priority, Focus, and Pre-Intervention schools as they provide higher quality academic programs to their students
	
	• LEA reviewing the effectiveness of each school's leader based on Turnaround Leadership competencies and determining whether to replace, reassign, or retain the leader
	
	• LEA support of its Priority school(s) in implementing all 7 Turnaround Principles based on their LEA/School's Self Readiness Assessment
	
	• LEA support of its Focus school(s) in implementing the Turnaround Principles it has chosen based on their LEA/School's Self Readiness Assessment
	
	• LEA support of its Pre-Intervention schools in implementing the Turnaround Principle(s) it has chosen
		Based on your LEA/School's Self Readiness Assessment you may place your strategy and action steps under any goal.
		
		Use applicable tags at the *action step* level:
		• **Title I** tags
		
		• **Priority, Focus** and/or **Pre-Interventions** tags
		
		• Use the **Turnaround Intervention** tags
		
		    o Principle – 1
		    o Principle – 2
		    o Principle – 3
		    o Principle – 4
		    o Principle – 5
		    o Principle – 6
		    o Principle – 7

LEA Continuous Improvement Plan

Check	Guidance	Requirements
	An LEA with Priority - SIG schools must: Develop strategies and action steps that address: • LEA using Title I-1003g and other funding sources to support your Priority-SIG schools as they provide higher quality academic programs to their students • LEA reviewing the effectiveness of each school's leader based on Turnaround Leadership competencies and determining whether to replace, reassign, or retain the leader • LEA support of its Priority-SIG school(s) in implementing all Turnaround or Transformation strategies.	Based on your LEA/School's Self Readiness Assessment you may place your strategy and action steps under any goal. Use **Title I** tags at the *action step* level Use **Transformation** or **Turnaround** tags at the *action step* level
	Use of Data: Develop strategies and action steps that address: • LEA effectively identifying students who may be at risk of failing • Establishing the academic indicators used to determine interventions and other supplemental services supported under Title I (For example: Galileo, Dibels, AIMSWeb, A/R, FastMath, etc.) • Identifying additional data used, if any, to support your Title I programs and services (For example: surveys, demographic information, mobility, attendance, discipline, etc.) • LEA using data to determine that students are making progress in meeting the Arizona Common Core Standards • LEA disseminating information of student progress to parents and teachers	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title I** tags at the *action step* level

LEA Continuous Improvement Plan

Check	Guidance	Requirements
	Parental Involvement: Develop strategies and action steps that address: • LEA supporting effective parental involvement in your schools • Determining how established parental involvement activities support the academic success of all of your students	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title I** tags at the *action step* level
	Migrant Education Program: Develop strategies and action steps that address: • LEA designing academic interventions for migrant students identified as Priority for Services (PFS) • LEA designing local services (academic and support) based upon the needs of migrant students	Based on your Migrant Program Needs Assessment you may place your strategy and action steps under any goal. Use **Migrant** (MEP) tags at the *action step* level
	Implementing Arizona Common Core Standards: Develop strategies and action steps that address: • LEA support of the move to Arizona Common Core Standards (including curricular alignment, the design of intervention services, assessments) • LEA providing professional development for your teachers and leadership • Identifying activities your LEA has to communicate to parents and community members	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Common Core** and/or **Title II** (if applicable) tags at the *action step* level

LEA Continuous Improvement Plan

Check	Guidance	Requirements
	Title II: Develop strategies and action steps that address: • Ensuring that core teachers are highly qualified and all staff are effective • Implementing policies & procedures for recruitment, retention and equitable distribution of its most effective teachers and principals • Using the teacher and principal evaluation system to drive its professional learning opportunities • Implementing policies & procedures ensuring that all teachers and principals are evaluated fairly and consistently according to the Framework for Measuring Educator Effectiveness	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title II** tags at the *action step* level
	Title III: Develop strategies and action steps that address: • LEA use of Title III funds to increase the English proficiency of limited English proficient children while providing a high-quality language instruction educational program • Determining high-quality professional development to be provided to ELL teachers that supports a high-quality language instruction educational program	Based on your needs assessment you may place your strategy and action steps under any goal. Use **Title III** tags at the *action step* level
	Professional Development (Goals 1-6/Standards 1-6) Develop action steps that address: • LEA support of the professional development of your staff to support high quality instructional programs, including interventions, for your students	Based on your needs assessment, action steps for professional development should be located throughout the plan and aligned to content of the PD. Use **Title I, Title II, Title III, or Common Core** tags at the *action step* level Use <u>**PD**</u> tags

LEA Continuous Improvement Plan

Plan Checklist

<table>
<tr><td colspan="2">Directions:
All ESEA Plan components found in Section 1112 must be in included in the plan. You may use this check list to ensure that all ESEA components are included in your LEA Continuous Improvement Plan.

Goal 4 must have a SMART Goal statement, required strategies and action steps to meet the LEA needs.

Goal 1, 2, 3, 5 & 6 goal statements must have a process by which to measure success toward achieving the LEA's goals. These goals must have strategies and action steps based on the needs of your LEA.</td></tr>
<tr><td>Included</td><td>Plan Requirements</td></tr>
<tr><td></td><td>Action steps for professional development of your staff to support high quality instructional programs, including interventions, for your students.</td></tr>
<tr><td></td><td>Appropriate Tags are used for Title I, Title II, Title III, Common Core, PD, Priority, Focus, Pre-intervention, 7 Turnaround Principles and Technology.</td></tr>
<tr><td>Included</td><td>How the LEA:</td></tr>
<tr><td></td><td>Conducts and updates their comprehensive needs assessment. <i>(Required Placement in Goal 1)</i></td></tr>
<tr><td></td><td>Commits to a continuous improvement process. <i>(Required Placement in Goal 1)</i></td></tr>
<tr><td></td><td>Promotes and sustains continuous improvement by allocating resources. <i>(Required Placement in Goal 1)</i></td></tr>
<tr><td></td><td>Identifies eligible students in your targeted assistance schools. <i>(Required Placement in Goal 4)</i> <i>[If applicable]</i></td></tr>
<tr><td></td><td>Supports interventions for students who are academically at risk. <i>(Required Placement in Goal 4)</i>
Examples: RTI, AR, AM, Push in/Pull out, After school, etc.</td></tr>
<tr><td></td><td>Provides supplemental support for children with limited English proficiency, children with disabilities, and neglected or delinquent, migratory, Native American, homeless, and immigrant children. <i>(Required Placement in Goal 4)</i></td></tr>
<tr><td></td><td>Supports your school-wide school(s) in their delivery of their school-wide reform strategies.
<i>(Required Placement in Goal 4)</i> <i>[If applicable]</i></td></tr>
<tr><td></td><td>Provides extended learning opportunities such as after school, before school, intersession, summer school, extended school year.
<i>(Required Placement in Goal 4)</i> <i>[If applicable]</i></td></tr>
<tr><td colspan="2" align="center">Continued on next page</td></tr>
</table>

LEA Continuous Improvement Plan

Included	How the LEA:
	Provides support services with HCY reservation of funds, including academic services, to students designated as homeless.
	Coordinates services to multiple programs that the LEA administers. Examples: Head Start, Early Reading, limited English Proficient, children with disabilities, migratory children, neglected or delinquent youth, Native American, homeless and immigrant children.
	Supports your Priority, Focus, Pre-Intervention, and/or SIG schools as they provide higher quality academic programs to their students. [If applicable]
	Uses academic indicators to determine interventions and other supplemental services supported under Title I. Examples: Galileo, Dibels, AIMSWeb, A/R, FastMath, etc.
	Uses additional non-academic indicators, if any, to support of your Title I programs and services. Examples: surveys, demographic information, mobility, attendance, discipline, etc.
	Disseminates information of student progress to Parents and teachers.
	Supports effective parental involvement in schools.
	Supports the move to Arizona College and Career Ready (AZCCR)(Standards (including curricular alignment, the design of intervention services, assessments).
	Communicates to parents and community members regarding implementation of the AZCCR Standards.
	Uses Title II funds to support professional learning for teachers and principals that are aligned to Professional Development Standards.
	Uses Title II funds to support the recruitment, retention, and equitable distribution of highly qualified, effective teachers, principals, and paraprofessionals.
	Uses Title II funds to support the implementation of the Framework for Measuring Educator Effectiveness
	Uses Title III funds to increase the English proficiency of limited English proficient children while providing a high-quality language instruction educational program.

School Continuous Improvement Plan

DIRECTIONS:

For your School CIP in ALEAT develop **one** SMART Goal that addresses how the school will improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance and graduation rate. Arizona's ESEA Flexibility Request identifies revised AMOs for reading and mathematics that should be used along with other measures when writing the SMART goal.

If your school has been identified as a **Priority-SIG, Priority, Focus,** or, **Pre-Intervention** then your plan (which will also be your School Improvement Plan) must include **two additional SMART Goals** (one for reading and one for math) that specifically address the needs of the bottom 25% (quartile) of the student population.

In addition to the achievement goals, schools in **Priority-SIG, Priority, Focus** and **Pre-Intervention** status will also have to write a goal that addresses school **culture** and **climate** and one that addresses teacher performance. Strategies and action steps need to be developed for each of these goals. (Schools in improvement will have a **total of 5 SMART goals**).

FOR MULTI-SITE LEAS - EACH TITLE I SCHOOL MUST HAVE A SCHOOL CIP ![Schools (7)]

- *As an LEA user* - go to the LEA overview page in ALEAT, click on the graduation hat icon to display the list of your LEA's schools. Click on the name of a school to open the plan.

- *As a school user* - ALEAT will open up to their school plan directly, where they can add your Improve Student Achievement Goal, strategies, Action steps.

FOR SINGLE-SITE LEAS - *DO NOT CREATE A SEPARATE PLAN*

Add the required components (SW or TA) to your LEA CIP and include a Schoolwide or Target tags as applicable. If your school has been identified as a **Priority-SIG, Priority, Focus,** or, **Pre-Intervention** include the Turnaround Interventions chosen and add the additional School Improvement Goals listed above to the LEA CIP.

Include Strategies and Action Steps that address all components for each program type (SW or TA) as listed in the Matrix starting on page 19:

- **School Leadership**
- **Strengthen instruction for all students**
- **Intervention program for struggling students**
- **Data-driven decision making**
- **Coordinated and comprehensive services**
- **Plan development, implementation, and evaluation**

Underlined components listed in the Matrix must be included to meet the requirement of Sections 1114 (Schoolwide) and 1115 (Targeted Assistance)

School Continuous Improvement Plan

Goal 1:– To improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance and graduation rate. (You will need to enter SMART components and AMOs.)

Example:

(School) will improve student achievement for all grades in Reading by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by an LEA assessment. (School) will improve student achievement for all grades in Math by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by an LEA assessment; increase % English language proficiency by ____% moving from ____% in 2014 to ____% in 2015; increase attendance by _____% moving from _____%in 2014 to ____% 2015; (if applicable) Increase graduation rate by _____% from _____% to _____% according to ADE.

Schools that are not in School Improvement will only have this one goal! Underlined components are required!

A summary of the school level needs assessment — **placed in school filing cabinet at the Goal level file cabinet**   icon

(Detailed information regarding schools identified for improvement can be found in the "Guidance for Priority, Priority –SIG, Focus, and Pre-Intervention Schools" document on the ADE School Improvement website and under the "help" button in ALEAT.)

Schools in Improvement **(Priority, Focus, and Pre-Intervention and Priority-SIG)** will have **four** additional SMART goals. Two will address the academic needs of the bottom 25% in Math and Reading. Strategies and action steps need to be developed for each of these goals.

Goal 2: To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Reading.

> *Goal 2 Example:*
>
> *(School) will improve student achievement in Reading for students in the bottom quartile. Reading achievement of students in the bottom quartile will increase by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by an LEA assessment.*

Goal 3: To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Math.

> *Goal 3 Example:*
>
> *(School) will improve student achievement in Math for students in the bottom quartile. Math achievement of students in the bottom quartile will increase by _____%   moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by an LEA assessment.*

School Continuous Improvement Plan

(Detailed information regarding schools identified for improvement can be found in the "Guidance for Priority, Priority –SIG, Focus, and Pre-Intervention Schools" document on the ADE School Improvement website and under the "help" button in ALEAT.)

Goals 4 and 5: In addition to the achievement goals, schools in Priority-SIG, Priority, Focus and Pre-Intervention status will also have to write a goal that addresses school culture and climate and one that addresses teacher performance. Strategies and action steps need to be developed for each of these goals. (Schools in improvement will have a total of 5 SMART goals).

Goal 4 Example:
(School) will increase school culture and climate rating from baseline of _____ determined by fall school climate and culture survey to _____ on the end of year school climate and culture survey.

Goal 5 Example:
(School) will increase% of "effective" and "highly effective teachers" from _____% based on last year's evaluation ratings to _____ % based on end of this school year's evaluation ratings.

Pre-Intervention Schools	Focus Schools	Priority Schools	Priority SIG Schools

• Choose one or more of the **7 Turnaround Principles** addressing why the school is identified a Pre-Intervention School and develop strategies and actions steps.
 	
• Use **Pre-Intervention** and applicable **Turnaround Principle** tags at the action step level.
   ○ Principle – 1
   ○ Principle – 2
   ○ Principle – 3
   ○ Principle – 4
   ○ Principle – 5
   ○ Principle – 6
   ○ Principle – 7
	• Choose one or more of **7 Turnaround Principles** addressing why the school is identified a Focus School and develop strategies and actions steps.
	
	Note: Principle 5 must be included.
	
	• Use **Focus** and applicable **Turnaround Principle** tags at the action step level.
	   ○ Principle – 1
	   ○ Principle – 2
	   ○ Principle – 3
	   ○ Principle – 4
	   ○ Principle – 5
	   ○ Principle – 6
	   ○ Principle – 7
		• Develop strategies and actions steps aligned to all of the **7 Turnaround Principles**.
		
		• Use **Priority** and applicable **Turnaround Principle** tags at the action step level.
		   ○ Principle – 1
		   ○ Principle – 2
		   ○ Principle – 3
		   ○ Principle – 4
		   ○ Principle – 5
		   ○ Principle – 6
		   ○ Principle – 7
			• Develop strategies and actions steps aligned to either the **Turnaround Model** or **Transformation Model**.
			
			• Use **Priority -SIG** tag and either the **Turnaround** or **Transformation** tags at the action step level

School Continuous Improvement Plan

Title I Schoolwide(SW)	Schools in Improvement *Schools in Improvement must include indicators in this column in addition to the SW or TA requirements*	Title I Targeted Assistance(TA)
1 – School Leadership Providing strong leadership **Effective School Leadership** • A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.	*1 – School Leadership* Providing strong leadership **Strong Effective Leadership** *(Turnaround Principle – 1)* • A shared vision and mission that promotes a culture of excellence are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.	*1 – School Leadership* Providing strong leadership **Effective School Leadership** • A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

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2 - Strengthen instruction for all students • Whole school reform (RTI or other research-based model) • Instruction by HQ teachers • Equitable distribution of effective teachers • Subject-related PD • Coaching • Curriculum alignment and articulation • Classroom walk-throughs	*2 - Strengthen instruction for all students* **Strengthen Instructional Program Based on Student Needs** *(Turnaround Principle – 4)* • A standards-based curriculum that is aligned with Arizona's College and Career Ready (AZCCR) Standards, assessments, and provides flexibility to meet the needs of all students, including students with disabilities, gifted and talented, culturally and linguistically diverse and economically disadvantaged students. • Use of instructional resources (both core and supplemental) are aligned to each other and the AZCCR Standards, including ELP standards, in all curricular areas and are current and sufficient in quantity. • Policies and procedures to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to the state standards is evident. • Clear expectations for allocation of instructional time in all core subject areas. **Effective Teachers** *(Turnaround Principle – 2)* • Critical teacher skills have been identified, including knowledge-based competencies and general abilities to school improvement that are specific to all learners and to subgroups of students. • An effective instructional framework (based on current and best practice) aligned with the curriculum, frequent benchmark assessments, and addresses the learning needs of diverse populations.	*2 - Strengthen instruction for all students(focused on the needs of the targeted students)* Focused PD based on needs of Title I staff and teachers of Title I students

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	2 - Strengthen instruction for all students cont… **Effective Teachers cont....** • Teachers are evaluated (both formally and informally) and provided with regular feedback. • Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through job-embedded coaching and support. • Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson.	

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3 - Intervention program *for struggling students* • SBR programs • Integrated with regular classrooms' standards-based curriculum	*3 - Intervention program* *for struggling students* Implement Response to Intervention Model that includes a multi-tiered instructional support system. **Additional Instruction Time** *(Turnaround Principle – 3)* • Instructional time in core academic subjects is maximized and addresses achievement gaps. • Extended learning time is available to all students, or if focused on staff development is available to all staff. • Effectiveness of extended learning time is evaluated. • Additional time for intensive reading intervention for students who do not achieve proficiency on state assessments at the end of third grade. **Strengthen Instructional Program Based on Student Needs** *(Turnaround Principle – 4)* • Use of instructional resources (both core and supplemental) are aligned to each other and the AZCCR Standards, including ELP standards, in all curricular areas and are current and sufficient in quantity. **Effective Teachers** *(Turnaround Principle – 2)* • Additional assistance is provided for low-performing students in the classroom and/or out-of-school time programs. • Teachers make instructional decisions based on student performance data.	*3 - Targeted interventions in* *reading and mathematics* *for most academically at-risk* • Extended learning time • Aligned with regular classrooms' standards-based curriculum

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4 - Data-driven decision making • Systematic assessment and data collection processes • Data analysis-related PD • Job-embedded time for data analysis and instructional planning	*4 - Data-driven decision making* **Data Informs Instruction** *(Turnaround Principle – 5)* • A comprehensive school-level accountability and data management system is in place which includes formative, interim/benchmark and summative assessments. • District and school-level formative, interim/benchmark and summative assessments are utilized frequently and aligned with AZCCR Standards and district curriculum. • Student performance data is used to inform instructional practices, programs and resource allocation. • Student progress data are reported frequently and regularly to students and parents. • Structure to analyze data, plan instruction, make programmatic and instructional changes, and increase effective instructional practices (Teacher/Professional Learning Communities).	*4 - Data-driven decision making* • Placement criteria for TA program • Time for data analysis and instructional planning • Program exit criteria

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5 - Coordinated and comprehensive services • Integration of programs • Transition programs (required for pre-K to K) • ECAPs – HS required; grades 5-8 recommended • Parent and family engagement required • Dropout prevention **Positive School Climate Focused on Achievement** • High expectations for academic achievement for all students are evident throughout the school environment. • The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. • Discipline plans and procedures reflect equity and a respect for diversity in all areas. • The physical environment is clean and orderly. • Support is provided for students at key transition points—PK through kindergarten, elementary through middle school, and middle school through high school.	**5 - Coordinated and comprehensive services** Cohesive and seamless Instructional support system for all students based on implementation of RTI model **School Environment Focused on Achievement/Non-Academic Factors Affecting Student Achievement** *(Turnaround Principle – 6)* • High expectations for academic achievement for all students are evident throughout the school environment. • The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. • Discipline plans and procedures reflect equity and a respect for diversity in all areas. • The physical environment is clean and orderly. • Support is provided for students at key transition points— PK through kindergarten, elementary through middle school, and middle school through high school. • A process in place to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school goals.	**5 - Coordinated and comprehensive services** • Parent and family engagement required • ECAPs – HS required; grades 5-8 recommended **Family and Community Engagement** • Families are invited to participate in school activities and programs. • Families are informed of opportunities that may help students who struggle in school. • Families and community members are invited and encouraged to participate in school improvement efforts. • School personnel actively seek out community participation in school activities and planning. • Parent and family engagement strategies focused on increasing student achievement.

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5 - Coordinated and comprehensive services cont… **Family and Community Engagement** • Families are invited to participate in school activities and programs. • Families are informed of opportunities that may help students who struggle in school. • Families and community members are invited and encouraged to participate in school improvement efforts. • School personnel actively seek out community participation in school activities and planning. • Parent and family engagement strategies focused on increasing student achievement.	*5 - Coordinated and comprehensive services cont…* **Engaging Families and Communities** *(Turnaround Principle – 7)* • Families and community members are invited and encouraged to participate in school improvement efforts. • School personnel actively seek out community and family participation in school activities and planning. • Families are informed of opportunities that may help students who struggle. • Family engagement strategies are focused on increasing student achievement. • School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple strategies. • Communication strategies are culturally and linguistically appropriate. Written notices per Section 1116	
6 - Plan development, implementation, and evaluation • <u>External technical assistance and LEA support</u> • <u>Indicate SW type (SW1, SW2, or SW3) and the programs included within the SW plan/budget</u> • <u>SW plan committee</u> • <u>Annual evaluations</u>	*6 - Plan development, implementation, and evaluation* • Well-defined plan for external technical assistance and LEA support for school improvement efforts • A comprehensive plan to monitor and evaluate implementation of the school's improvement plan strategies and action steps.	*6 - Plan development, implementation, and evaluation* • <u>Annual evaluations</u>

If you need further assistance please contact your ADE
Title I Specialist
Title II Specialist
Title III Specialist
School Improvement Specialist, or the
ALEAT Help Desk